

Graduation Requirement: Each student shall develop an education plan and build an education profile (OAR 581-022-1130).

Education Plan: A formalized plan and a process that involves student planning, monitoring, and managing their own learning and career development during grades 7-12. Students create a plan for pursuing their personal and career interests and post-high school goals connected to activities that will help them achieve their goals and successfully transition to next steps.

Education Profile: Documentation of student progress and achievement toward graduation requirements, goals, and other personal accomplishments identified in the student's education plan.

Education Plan and Profile

The education plan and profile assists students in pursuing their personal, educational, and career interests and post-high school goals. The education plan serves as a “road map” to guide students’ learning throughout school and prepare them for next steps after high school. The education profile serves as a “compass” that documents students’ progress and achievement toward their goals and helps them to stay on course.

The student is responsible, with guidance, to develop and manage his or her personal plan and profile. The school is responsible for providing a process and guidance to students. The process should begin no later than 7th grade and continue through 12th grade, with regular reviews and updates. The process should be designed with flexibility to allow students to change their plans as their personal and career interests and goals evolve along the way.

Each school district in Oregon is expected to have a comprehensive guidance and counseling program (CGC) in place that includes individual planning to assist each student in setting and achieving academic, career, and personal/social goals and in pursuing community involvement and post high school interests and plans. These activities support the development of the education plan that personalizes each student's learning and the documentation of progress and achievement in the education profile. Comprehensive guidance and counseling is an integral part of the school support system that advances high quality learning opportunities. Information and resources for comprehensive guidance and counseling are found on the ODE website <http://www.ode.state.or.us/search/results/?id=132>. See the Oregon Diploma Student & Counselor Toolkit for additional resources <http://www.ode.state.or.us/search/page/?id=2243>

Components of the Education Plan and Profile

Components of the education plan and profile are described in Table 1. The required elements provide a framework for the development of local education plans and profiles. Schools may include additional components. The column on the right gives examples of some common features of the education plan and profile process.

Table 1. Education Plan and Education Profile Required Elements and Common Features

EDUCATION PLAN Required Elements	Common Features
Describe personal, academic, and career interests.	<ul style="list-style-type: none"> • Students identify strengths, likes and dislikes, aptitude, talents, learning styles, and skills through self-awareness activities. • Students identify academic preparation and career-related skills needed. • Students identify tentative career interests, potential career paths and postsecondary education options. • Students identify career learning areas to gain a deeper understanding of their career interests and expectations
Describe personal, educational, and career goals (short-term and long-term).	<ul style="list-style-type: none"> • Students set goals, plans and strategies to achieve goals, and review progress toward goals. • Students acquire and develop decision-making skills. • Students establish and explore tentative career and educational goals. • Students identify a support network and resources to help them accomplish their goals. • Students review and update goals periodically and revise as needed.
Identify “next steps” requirements following high school completion and steps for successful transition: 2-year, 4-year college or university, career school, apprenticeship, workforce, military	<ul style="list-style-type: none"> • Students understand the educational opportunities and alternatives available to them. • Students identify and plan for postsecondary entrance requirements, skill requirements, scholarships, financial aid information, advanced placement options, tech prep opportunities, workforce options and training requirements, etc.
Plan courses and learning experiences that support the student’s interests and goals, including: opportunities for meeting academic standards, essential skills, technical knowledge and skills, extended application, and participation in career-related learning experiences.	<ul style="list-style-type: none"> • Students connect their interests and goals with learning experiences that will help them develop knowledge and skill and achieve their goals. • Learning opportunities may include interdisciplinary, thematic, community connections, use of technology, distance learning, student leadership, co-curricular activities, etc. • Students utilize career learning areas to identify technical and academic knowledge and skills and applications in career context.

EDUCATION PROFILE Required Elements	Common Features
<p>Documentation of personal progress and achievement toward:</p> <ul style="list-style-type: none"> • Academic standards • Essential skills/Career-related learning standards • Extended application • Career-related learning experiences • Credit requirements 	<ul style="list-style-type: none"> • Students review their academic progress and achievement throughout the school year. • Students identify what they have accomplished and where they need to improve. • Information displayed is a subset from the student's permanent record. • Students or school may select areas of the profile to display and communicate to different audiences, e.g. parents, colleges, employers.
<p>Record of personal awards, accomplishments, experiences, and skills.</p>	<ul style="list-style-type: none"> • Completed coursework • Technical knowledge and skills • Athletic and recreational activities • Student leadership, club, or team involvement • Artistic or creative work • Volunteer activities • Leisure pursuits, personal projects, hobbies, etc. • Certification, licensing, credentials, or other forms of recognition (awards) earned
<p>Reflections on current status of personal, educational, and career goals.</p>	<ul style="list-style-type: none"> • Students review their goals and plans throughout the school year, reflecting on what they have learned from their experiences and accomplishments. • Students' education plans should be revised to reflect their progress and evolving interests.

Education Plan and Education Profile Example

The following pages provide an example of an education plan and profile that incorporate the required elements. These elements should be a part of any locally designed or commercially available education plan and profile to accommodate the transferability of student information from one district to another.

EXAMPLE Education Plan

Student Identification

Student:

District Student ID:

State Student ID:

District:

School:

Date Last Updated:

Personal/Educational/Career Interests and Goals & Post-High School Goals

- What are my personal interests, strengths, skills, and talents?
 - What skills do I need to improve?
 - What are my personal goals? What are my educational goals? What action will I take to reach my goals? What help do I need to reach my goals?
 - What are my career interests and goals? What career options will I explore? What career paths will allow me to develop my skills and talents?
 - What are my post-high school goals? What academic knowledge and skills, essential skills, and technical knowledge and skills would help prepare me for my post-high school goals? What educational preparation (e.g. courses, programs, experiences) do I need now to prepare me for my post-high school goals?
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Learning Plan

- What am I going to study?
 - What required and elective courses will I take to help me reach my goals?
 - What education or training will I need after high school?
 - Can I earn college credit now through my high school program?
 - What career-related learning experiences can help me reach my goals and provide opportunities to apply my learning? How does this experience relate to my interests and goals? What knowledge and skills will I apply? What standards can I meet through this experience? How does this experience connect to what I'm learning in my classes?
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Reflection

This is a review of your education plan and profile to check on progress toward your goals and school requirements. Adjust your education plan and profile as needed.

- Am I headed in the right direction? Is my current program of study consistent with the education or training required for what I want to do after high school?
 - Have my personal, educational, or career interests/goals changed since I last reviewed my plan?
 - How am I doing academically? How is my progress toward meeting standards and essential skills? How can I improve? What help do I need?
 - What have I done so far that helps me accomplish my goals?
 - What do I need to do in the coming year to stay on track in meeting my goals? Who can help me with these steps?
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Reviewed by Parent/Guardian _____ Date _____

EXAMPLE Education Profile

Student Identification

Student:	District Student ID:	State Student ID:
District:	School:	Date Last Updated:

ACADEMIC ACHIEVEMENTS

Credit Requirements				
Subjects	Courses & Credits			
	9th	10th	11th	12th
English/Language Arts				
Mathematics				
Science				
Social Sciences				
Health				
Physical Education (PE)				
Second language				
Arts				
Career & Technical (CTE)				
Electives				
Electives				
Electives				
Electives				
Electives				
Electives				

State Standards & Assessments				
Check if Complete	Subject Area	Standardized Tests	Local Performance Assessments	
<input type="checkbox"/>	ENGLISH Reading and Literature	Score:	Work Samples Speaking <input type="checkbox"/> Persuasive <input type="checkbox"/> Informative <input type="checkbox"/> Unrehearsed	Other Local Performance Assessments
	Writing	Score:	Writing <input type="checkbox"/> Narrative or Imaginative <input type="checkbox"/> Expository <input type="checkbox"/> Persuasive	
<input type="checkbox"/>	MATHEMATICS Knowledge and Skills Test	Score: Score:	Problem Solving <input type="checkbox"/> Algebraic Relationships <input type="checkbox"/> Probability & Statistics <input type="checkbox"/> Geometric Concepts	
<input type="checkbox"/>	SCIENCE Scientific Knowledge & Skills	Score:	Scientific Inquiry <input type="checkbox"/> Form Question/ Hypothesis <input type="checkbox"/> Design <input type="checkbox"/> Data Collection <input type="checkbox"/> Analysis/Interpretation	

Career-Related Learning Standards (CRLS)		Essential Skills (ES)			
Required 2007-2011	Completed	Required in 2012 & beyond	Completed		
			OAKS	Local Assessment	Other
Communications		Reading (2012)			
		Writing (2013)			
		Speaking (TBA)			
Problem Solving		Think Critically & Analytically			
Personal Management		Personal Management & Teamwork (TBA)			
Teamwork					
		Apply Mathematics (2014)			
		Use Technology (TBA)			
		Civic & Community Engagement (TBA)			
		Global Literacy (TBA)			

Education Plan & Profile	Extended Application	Career-Related Learning Experiences
Includes evidence of:	Includes evidence of:	Includes evidence of:
<input type="checkbox"/> Personal, academic, career interests <input type="checkbox"/> Personal, educational, career goals <input type="checkbox"/> Post-high school planning <input type="checkbox"/> Planned course of study to meet standards and ES proficiency <input type="checkbox"/> Career Development CRLS	<input type="checkbox"/> Application of knowledge and skills <input type="checkbox"/> Personal relevance connected to education plan <input type="checkbox"/> Reflection of learning <input type="checkbox"/> Documentation of process <input type="checkbox"/> Documentation of products	<input type="checkbox"/> Application of knowledge & skills <input type="checkbox"/> Personal relevance connected to education plan <input type="checkbox"/> Planned learning goals <input type="checkbox"/> Reflection of learning <input type="checkbox"/> Employment Foundations CRLS

Career Learning Areas	
<input type="checkbox"/> Ag, Food & Nat Resources <input type="checkbox"/> Human Resources	<input type="checkbox"/> Business & Mgmt <input type="checkbox"/> Industrial & Engineering <input type="checkbox"/> Health Services
CTE Program of Study:	
Technical Skills: http://www.ode.state.or.us/search/results/?id=271	

PERSONAL & CAREER INTERESTS, GOALS & ACCOMPLISHMENTS

Interests, Goals, Accomplishments				
	9 th	10 th	11 th	12 th
Personal Interest & Goals				
Career Interests & Goals				
Career-Related Learning Experiences				
Student Leadership				
Student Clubs				
Athletics				
Awards/Honors				
Employment				
Other Training/ Certificates				

Postsecondary Planning

Post-High School Goal:					
<input type="checkbox"/> 4-year college or university		<input type="checkbox"/> Community college		<input type="checkbox"/> Workforce training program	
<input type="checkbox"/> Private career college		<input type="checkbox"/> Military		<input type="checkbox"/> _____	
Entrance Assessment Scores/ PSAT:		SAT:		ACT:	
Name of College/Institution	Date of Campus Visit	Application Deadline	Status of Application		
			<input type="checkbox"/> Submitted <input type="checkbox"/> Wait-listed <input type="checkbox"/> Accepted		
			<input type="checkbox"/> Submitted <input type="checkbox"/> Wait-listed <input type="checkbox"/> Accepted		
			<input type="checkbox"/> Submitted <input type="checkbox"/> Wait-listed <input type="checkbox"/> Accepted		
Scholarships and Financial Aid					
Financial Aid	Name of Scholarship	Amount	Deadline	Notification Date	Status
<input type="checkbox"/> Application completed <input type="checkbox"/> Notification received					<input type="checkbox"/> Submitted <input type="checkbox"/> Awarded
<input type="checkbox"/> Application completed <input type="checkbox"/> Notification received					<input type="checkbox"/> Submitted <input type="checkbox"/> Awarded
<input type="checkbox"/> Application completed <input type="checkbox"/> Notification received					<input type="checkbox"/> Submitted <input type="checkbox"/> Awarded
Employment Research					
Name of Company	Entrance Requirements			Application Submitted	Date of Interview

Reviewed by Parent/Guardian _____ Date _____